

Year 1 Rationale

At Raeburn, the curriculum in EYFS follows a child-led approach with over-arching half termly themes. As stated in the EYFS Statutory Framework, the Characteristics of Effective Learning underpin our EYFS curriculum and we assess how ready our children are for Y1 in relation to these areas:

- *playing and exploring*
- *active learning*
- *creating and thinking critically*

In order for our Y1 children to continue to build on these skills, we ensure that our curriculum includes the appropriate Y1 content, progression of skills and sequence for our children.

Content

In Y1, we use the National Curriculum to ensure that we have the correct content and coverage. This is mapped out across the year and documents are available on the school website to show when certain subjects are taught. Running alongside direct teaching, the children also have access to Continuous Provision which is closely linked to the Y1 National Curriculum, allowing opportunities for continuous learning. The provision will provide a context for areas of knowledge, for example, a role play area may be a castle linked to the History topic 'Castles'.

The Ofsted School Inspection Handbook states that:

'Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, transfer to long-term memory depends on the rich processes described above. In order to develop understanding, pupils connect new knowledge with existing knowledge'

'It is therefore important that we use approaches that help pupils to integrate new knowledge into long-term memory and make enduring connections and foster understanding'

We recognise the importance of children being taught skills and then having the opportunity to embed those skills over time. This links to John Sweller's 'Cognitive Load' theory (1988) which underpins our approach to the teaching and learning in Y1. We recognise the importance of continuous self-directed learning, particularly during the early stages of the transition into Y1, running alongside the taught curriculum.

Progression of Skills and Curriculum Sequencing

For each curriculum subject, Raeburn has a 'Progression of Skills' which are available on the school website and outline the skills that are taught throughout the year. As the children transition from the EYFS Statutory Framework to the National Curriculum, they're also transitioning to a more formalised way of learning. We recognise that this in itself requires progression and sequencing as children need to develop the skills to become more formalised learners. By the end of Y1, we want our children to become independent, motivated and resilient learners. With this in mind, there are certain elements of our timetabling that allows for progression of 'learning skills'.

In the autumn term, when transitioning into Y1, a percentage of the timetable will be children accessing self-directed provision and adults will work within the environment to model and support children in their new environment. Direct teaching will form the other parts of the timetable and children will access curriculum subject lessons. Lessons will be designed so that children access whole class inputs and then complete work during dedicated small groups with adult support. Children will have enhanced tasks in the areas of provision which will link to learning and will enable children to take responsibility for their learning by completing a weekly task/tasks. This will be monitored so that all children are accessing this/these.

In the spring term, the timetable will begin to allow for the children to develop their independence further by accessing small group independent tasks rather than just accessing them self-directed in provision. Most lessons will become more structured and children will access small group work, independent tasks or Continuous Provision on a rotation. When appropriate, they will also begin to access a small number of weekly whole class sessions with an expectation of the children all working at the same time.

In the summer term, children will build on their established new routines and expectations around independent/group/whole class work and will be accessing a greater number of whole class sessions in preparation for the next academic year. We recognise at this time of year that children may still benefit from group work, for example when completing extended pieces of writing. We also recognise that some children may still need access to Continuous Provision.